



Mapping the Adapting the Curriculum – Care 1 day training course to:-

- 1) The Subject Specifications for teachers of adult literacy and numeracy (Level 3)**
- 2) FENTO Standards for teachers**
- 3) Ento Learning and Development Standards L21, L22, L23, L24 and G3**

Course aims:

By the end of the course learners should be able to:-

- Describe the specific sector and the main issues it faces and explain how improving language, literacy and numeracy skills in the workplace can help organisations within the sector achieve their organisational objectives.**
- Identify the benefits of the ‘consultant-practitioner’ approach to language, literacy and numeracy.**
- Design a curriculum for language, literacy and numeracy provision in the workplace.**
- Identify a range of strategies for reporting value to stakeholders.**

Where possible the content of the course has been mapped to the relevant criteria of the specific standards. Learners should be aware that further evidence may be needed in order to meet the criteria in full.

<u>Course Content</u>	<u>Teacher standards</u>		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p>PRE-COURSE READING AND ACTIVITIES (including Reading List)</p>	<p>Standard Reference</p> <p>FENTO</p> <p>G2, G3</p>	<p>L2 possible activities</p> <p>L3 possible activities</p> <p>G2a Identify developments in vocational and educational fields relevant to their own areas of work and to FE</p> <p>G2b Consider the relevance of current developments to their own practice within existing and potential roles</p> <p>L4 possible activities</p> <p>G2a Identify developments in vocational and educational fields relevant to their own areas of work and to FE</p> <p>G2b Consider the relevance of current developments to their own practice within</p>	<p>Literacy</p> <p>AO2</p> <p>3.2 Identifying and recording the key information or messages contained within reading material using appropriate note-taking techniques</p>	<p>L3</p> <p>L23.1</p>

		existing and potential roles G3c Engage in research and study related to professional practice		
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<u>Course Content</u>	<u>Teacher standards</u>		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p>SECTION ONE Introductions Aims and objectives Activity Review of participant pack</p> <p>SECTION TWO Understanding the Community Care Context Presentation Activities</p> <p>SECTION THREE Workplace Curriculum Model Presentation Activity</p> <p>SECTION FOUR Curriculum development opportunities</p>	<p>Standard Reference</p> <p>FENTO B1, D7,G2, G3, H1,</p>	<p>L2 possible activities</p> <p>B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1d Define the subject knowledge, technical knowledge and skills required G3a Identify where their own knowledge and skills need to be up-dated H1c Are open to different approaches and perspectives on teaching and learning</p> <p>L3 possible activities</p> <p>B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning</p>	<p>Literacy AO2 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message</p>	<p>L3</p> <p>L21.2 L22.1 L23.1 G3.2</p>

<p>Presentation Activity Feedback</p> <p>SECTION FIVE Three Learning Activities Case Studies Activities Feedback</p> <p>SECTION SIX Evaluating and Reporting value Presentation Activity Feedback</p> <p>SECTION SEVEN End of Course Evaluation Attendance Certificates</p>		<p>programmes B1d Define the subject knowledge, technical knowledge and skills required G2a Identify developments in vocational and educational fields relevant to their own areas of work and FE in general G3a Identify where their own knowledge and skills need to be up-dated H1c Are open to different approaches and perspectives on teaching and learning</p> <p>L4 possible activities</p> <p>B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1d Define the subject knowledge, technical knowledge and skills required D7e Identify appropriate data with which to evaluate the</p>	<p>3.1 Listening attentively and responding sensitively to contributions made by others 3.2 Identifying and recording the key information or messages contained within reading material using appropriate note-taking techniques</p> <p>Numeracy N/a</p>	
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		<p>quality of services provided</p> <p>G2a Identify developments in vocational and educational fields relevant to their own areas of work and FE in general</p> <p>G3a Identify where their own knowledge and skills need to be up-dated</p> <p>G3c Engage in research and study related to professional practice</p> <p>G3e Take up professional development opportunities relevant to their work and to institutional priorities</p> <p>H1c Are open to different approaches and perspectives on teaching and learning</p>		
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